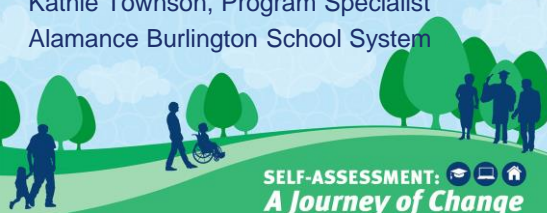


66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Word Building For Students with Complex

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SELF-ASSESSMENT: A Journey of Change

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Definition of Complex Learning Difficulties and Disabilities

Students who have conditions that co-exist which overlap and interlock creating a complex profile.

- mental health, relationships, behavioral, physical, medical, sensory, communication and cognitive.
- Requires a personalized learning pathway that recognizes children and young people's unique and changing learning patterns.
- Need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community.
- Learning patterns may be inconsistent, presenting an atypical or uneven profile.

Retrieved from
complexneeds.org.uk/modules/...1.../definitions_of_difficulties.pdf

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Significant Intellectual Disability

- Students classified as having moderate or severe cognitive impairments
- Who may have additional disabilities such as autism or physical disabilities
- May use nonlinguistic communication ... and exhibit learning characteristics that require greater time to learn and intensive forms of instructional support.

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What the research says...

Less than 25% of students with mild to moderate intellectual disabilities reach minimal literacy levels (Katims, 2001).



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What we teach matters....



Historically, for students with significant cognitive impairments, phonics was rarely a component of reading instruction.

(Fredrick, Davis, Alberto, & Waugh, 2013)

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Until recent years, the primary research-based method of reading instruction for students with intellectual disabilities has been **sight word recognition** (Bradford, Shippen, Alberto, Houchins, & Flores, 2006).



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Educators have become reliant on this form of instruction due to the **difficulties** these students have with **applying a sound based system to orthographic information** that is better known as phonological coding (Fredrick et al., 2013).



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Students who only receive sight word instruction experience limitations in the acquisition of skills related to both the depth and breadth reading vocabulary and word attack skills (Bradford et al., 2006).

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Impact of teacher beliefs...

In a survey, **fewer than half of the teachers** of students with intellectual disabilities and visual impairments felt that **reading or literacy instruction was important for all students.**

These same teachers also used factors such as perceived cognitive ability, communication skills, and functional vision to determine **whether or not to even teach literacy skills.**

(Durando, 2008)

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Impact of literacy



Lower levels of literacy affect a person's ability to gain competitive employment, live independently, and affect one's ability to manage and access healthcare.

(Hanser and Erickson, 2007; Browder et al., 2009)

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"Literacy and reading instruction for students with significant intellectual disabilities is in its infancy. For decades, research and teaching focused almost exclusively on functional sight word instruction."

(Erickson et. al, 2009, p.132)



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Conventional vs. Emergent Literacy Skills

Conventional literacy:

"Reading and writing that follow the form, consent, and use of standard conventions" (Erickson et al., 2009)

- understand that text carries meaning
- may recognize letters and sounds
- may recognize sight words
- have a reliable means of communication

Emergent literacy:

"The reading and writing of young children before they learn to read and write conventionally." (Erickson et al., 2009)

- interact with books in an unconventional manner (flapping, holding books upside down)
- focus on pictures rather than text
- explore materials pertaining to literacy in the environment
- beginning to explore and develop an understanding of print
- developing a reliable means to communicate

Conventional Literacy Skills

National Reading Panel Report (NRP, 2000)

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Other findings:

National Reading Panel Report (NRP, 2000)

High quality literacy instruction should be:

- Systematic
- Explicit
- Multisensory

Good phonics instruction should....

- Develop the alphabetic principal
- Develop phonological awareness
- Provide a grounding in letters
- Good phonics instruction should not teach rules
- Provide practice in reading words
- Is just one component of literacy instruction
- Does not have to be boring!!!

Stahl, Duffy-Hester, & Stahl, 1998

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Making Words

- Spelling based approach to phonics instruction
- Student has a set of letters to make words as you call them
- Can be done through partner assisted scanning.
- Can be done in a group setting. Each student needs a set of letters to make words.

Erickson et. al, 2014; Stahl, Duffy-Hester & Stahl, 1998

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Making Words

- Select 5-6 letters
- Start with only one vowel
- Guide students in making combinations of 1-,2-, 3- and 4-letter words
- Be systematic in changing just one letter

Erickson et. al, 2014

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Word Chaining

A C T N F

How many words can you make with these letters by changing one letter at a time?

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What strategy did you use?

- Sound by sound? (Synthetic Phonics)
- Using spelling patterns you know? (Reading by Analogy)
 - Prefixes, suffixes, root words
 - Rimes or Word Families

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Synthetic Phonics

Begins with teaching students individual letters or groups of letters and then showing students how to blend these letters together to form words.

Example: "This is the letter a, and it makes the sound /a/."

Stahl, Duffy-Hester, & Stahl, 1998

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Reading Through Analogy

Students learn how to decode words they do not know by using words or word parts they do know.

Example: For example, students learn that if they can read the words *he*, *send*, and *table*, they can compare and contrast these words with the word parts in the unknown word *de/pend/able* to help them decode this word.

Stahl, Duffy-Hester, & Stahl, 1998

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Why teach word making skills?

- **Explicitly** teaches students to manipulate the sounds within words (phoneme additions, deletions, and changes)
- **Explicitly** teaches students to recognize common spelling patterns
- **Systematically** teaches student to segment and blend a controlled set of phonemes to decode and build words
- **Multisensory** in that actual letter cards are moved to form new words

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Procedure

- Begin with a small set of letters including one vowel
- Review the letter names and sounds with students
 - For students who have difficulty retrieving letter names and sounds, consider implementing a time delay procedure.
- Tell the student a word to make from a familiar rime family
 - We're going to build the word "at"
- Student selects letters and they are moved together.
- Verified by comparing either a word card or other model to letters.

Erickson et. al, 2014

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Procedure

- Continue to make words through chaining.
 - Now I want to change “at” to “cat”. Which letter should I add?
 - Now change “cat” to “fat”. Which letter do I need to remove? Which letter should I add?



What's next?

Word Sorts: Students sort the words based upon common phonological or spelling features

Purpose: Helps students see and hear phonological patterns and commonalities

Erickson et. al, 2014



Word Wall





Your turn to plan...

Step 1: Think of 5 to 7 letters including one vowel

Step 2: Write your word chain.

Remember...you can only change one letter or sound at a time.

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Step 3: Word sorting

How are you going to sort the words with the students?

Be sure to include 2 high frequency words.

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Word Wall

Pick 2-3 keywords for the most common rimes/word families and 2 high frequency words to go on the word wall for the week.

Take a few minutes to play games with them at the end of the lesson such as:

- I Spy
- Clap it, Spell it
- Flashlight Finds

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The Combination Group

- Emergent/Transitional
 - Letter and sound identification
- Conventional
 - Building and spelling words

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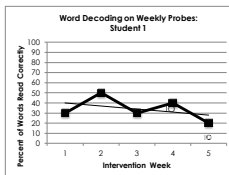
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Data: Student 1



		Student 1						
		Upper case letters identified	Lower case letters identified	Consonant Blends	Vowel Sounds identified	Read CVC Words Read Correctly	Nonword CVC Words Read Correctly	
Pretest		73%	77%	33%	20%	10%	0%	
		19/26	23/26	7/21	2/10	1/10	0/5	
Posttest		92%	77%	81%	40%	30%	0%	
		24/26	23/26	17/21	4/10	3/10	0/5	
Maintenance		92%	77%	71%	40%	20%	0%	
		24/26	23/26	17/21	4/10	2/10	0/5	

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